

Part B State Annual Performance Report (APR) for 2007

Overview of the Annual Performance Report (APR) Development:

The Rhode Island Department of Education (RIDE) first compiled and analyzed data for the development of the Annual Performance Report (APR)/State Performance Plan (SPP) utilizing the expertise of internal personnel. A draft along with the data was reviewed with the Rhode Island Special Education Advisory Committee (RISEAC). RISEAC advises the Commissioner and Board of Regents for Elementary and Secondary Education on matters concerning: (a) the unmet educational needs of children with disabilities; (b) comments publicly on any rules or regulations proposed by the State regarding the education of children with disabilities; (c) advises the Rhode Island Department of Education in developing evaluations and reporting on data to the Secretary under section 618 of the IDEA; (d) advises the RIDE in developing corrective action plans to address findings identified in Federal Monitoring Reports under Part B of the IDEA; and (e) advises the RIDE in developing and implementing policies relating to the coordination of services for children with disabilities. Membership of the committee is composed of individuals involved in or concerned with the education of children with disabilities. Parents of children with disabilities birth through 26 maintain the majority of the Committee Membership. The Membership also includes individuals with disabilities, teachers, representatives of institutions of higher education, private schools, charter schools, state and local education officials, administrators of programs for children with disabilities foster care and homelessness, vocational, community or business organizations, juvenile and adult corrections and State Child Serving Agencies. The SEAC reviewed the draft and provided suggestions and input. These were incorporated into the final copy of this document.

Monitoring Priority:

Indicator 3: Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts that have a disability subgroup that meets the State's minimum "n" size meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Measurement:

- A. Percent = $\left[\frac{\text{(\# of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs))}}{\text{(total \# of districts that have a disability subgroup that meets the State's minimum "n" size in the State)}} \right] \times 100$.
- B. Participation rate =
 - a. # of children with IEPs in assessed grades;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = $\left[\frac{\text{(b)}}{\text{(a)}} \right] \times 100$);
 - c. # of children with IEPs in regular assessment with accommodations (percent = $\left[\frac{\text{(c)}}{\text{(a)}} \right] \times 100$);
 - d. # of children with IEPs in alternate assessment against grade level achievement standards (percent = $\left[\frac{\text{(d)}}{\text{(a)}} \right] \times 100$); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = $\left[\frac{\text{(e)}}{\text{(a)}} \right] \times 100$).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = $\left[\frac{\text{(b + c + d + e)}}{\text{(a)}} \right]$.

C. Proficiency rate =

- a. # of children with IEPs in assessed grades;
- b. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with no accommodations (percent = [(b) divided by (a)] times 100);
- c. # of children with IEPs in assessed grades who are proficient or above as measured by the regular assessment with accommodations (percent = [(c) divided by (a)] times 100);
- d. # of children with IEPs in assessed grades who are proficient or above as measured by the alternate assessment against grade level achievement standards (percent = [(d) divided by (a)] times 100); and
- e. # of children with IEPs in assessed grades who are proficient or above as measured against alternate achievement standards (percent = [(e) divided by (a)] times 100).

Account for any children included in a but not included in b, c, d, or e above.

Overall Percent = [(b + c + d + e) divided by (a)].

Actual Target Data for FFY 2007

Indicator 3A: Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total of districts that have a disability subgroup that meets the State's minimum "n" size times 100.

Districts meeting AYP for Students with Disabilities	In ELA & Mathematics
2007-2008	67%

Indicator 3B: Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade-level standards; alternate assessment against alternate achievement standards.

Statewide Assessment 2007-2008	Math Assessment (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11		
	#	#	#	#	#	#	#	#	%
a) Children with IEPs	1810	1991	2125	2179	2296	2357	2004	14762	
b) IEPs in regular assessment with no accommodations (%)	841 46.5%	774 38.9%	682 32.1%	726 33.3%	845 36.8%	877 37.2%	939 46.9%	5684	38.5%
c) IEPs in regular assessment with accommodations (%)	860 47.5%	1121 56.3%	1356 63.8%	1334 61.2%	1349 58.8%	1316 55.8%	856 42.7%	8192	55.5%

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d) IEPs in alternate assessment against grade-level standards*	Rhode Island does not have alternative assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	78 4.3%	71 3.6%	69 3.2%	79 3.6%	71 3.1%	106 4.5%	63 3.1%	537	3.6%
Overall (b+c+d+e)	1779 98.3%	1966 98.7%	2107 99.2%	2139 98.2%	2265 98.6%	2299 97.5%	1858 92.7%	14413	97.6%
Below are included in a but not included in b, c, d, or e									
Exemptions	3	0	5	7	5	2	14	36	0.2%
Invalid Results	0	0	0	0	0	0	0	0	0
Not Tested Other	28	25	13	33	26	56	132	313	2.1%

Statewide Assessment 2007-2008	Reading (Participation)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a) Children with IEPs	1812	1997	2130	2185	2300	2362	2012	14798	
b) IEPs in regular assessment with no accommodations (%)	844 46.6%	781 39.1%	685 32.2%	729 33.4%	845 36.7%	880 37.3%	948 47.1%	5712	38.6%
c) IEPs in regular assessment with accommodations (%)	859 47.4%	1118 56.0%	1351 63.4%	1338 61.2%	1351 58.7%	1316 55.7%	856 42.5%	8189	55.3%
d) IEPs in alternate assessment against grade-level standards*	Rhode Island does not have alternative assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	78 4.3%	72 3.6%	68 3.0%	79 3.4%	70 2.9%	94 4.4%	60 2.9%	521	3.5%
Overall (b+c+d+e)	1781 98.3%	1971 98.7%	2104 98.8%	2146 98.2%	2266 98.5%	2290 97.0%	1864 92.6%	14422	97.5%
Below are included in a but not included in b, c, d, or e									
Exemptions	4	5	8	10	8	4	11	50	0.3%
Invalid Results	0	0	0	0	0	0	2	2	0.0%
Not tested other	27	21	18	29	26	68	135	324	2.2%

Indicator 3C. Proficiency rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade-level standards; alternate assessment against alternate achievement standards.

Statewide Assessment 2007-2008 % Proficient	Math Assessment (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%
a) Children with IEPs	1810	1991	2125	2179	2296	2357	2004	14762	
b) IEPs in regular assessment with no accommodations (%)	408 22.5%	283 14.2%	257 12.1%	169 7.8%	189 8.2%	175 7.4%	32 1.6%	1513	10.2%
c) IEPs in regular assessment with accommodations (%)	222 12.3%	203 10.2%	280 13.2%	194 8.9%	144 6.3%	126 5.3%	21 1.0%	1190	8.1%
d) IEPs in alternate assessment against grade- level standards	Rhode Island does not have alternative assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	47 2.6%	45 2.3%	38 1.8%	45 2.1%	43 1.9%	73 3.1%	19 0.9%	310	2.1%
Overall (b+c+d+e) Proficient	677 37.4%	531 26.7%	575 27.1%	408 18.7%	376 16.4%	374 15.9%	72 3.6%	3013	20.4%

Statewide Assessment 2007-2008 % Proficient	Reading (Performance = Proficient or better)							Total	
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	#	%

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a) Children with IEPs	1812	1997	2130	2185	2300	2362	2012	14798	
b) IEPs in regular assessment with no accommodations (%)	436 24.1%	339 17.0%	277 13.0%	235 10.8%	308 13.4%	208 8.8%	168 8.3%	1971	13.3%
c) IEPs in regular assessment with accommodations (%)	205 11.3%	193 9.7%	244 11.5%	267 12.2%	285 12.4%	168 7.1%	123 6.1%	1485	10.0%
d) IEPs in alternate assessment against grade-level standards	Rhode Island does not have alternative assessment that assesses children against grade level standards.								
e) IEPs in alternate assessment against alternate standards (%)	46 2.5%	44 2.2%	37 1.7%	52 2.4%	48 2.1%	69 2.9%	24 1.2%	320	2.2%
Overall (b+c+d+e) Proficient	687 37.9%	576 28.8%	558 26.2%	554 25.4%	641 27.9%	445 18.8%	315 15.7%	3776	25.5%

Discussion of Improvement Activities Completed and Explanation of Progress or Slippage that occurred for FFY 2007:

During the 2006-2007 academic year, Rhode Island students participated in the New England Common Assessment Program (NECAP). Students were assessed in reading and mathematics in grades 3 through 8 and 11, as well as writing at grades 5, and 8, and 11. Since the NECAP is a fall test it assesses the prior years learning. Students with significant cognitive disabilities who met the state's alternate assessment criteria were assessed using the Rhode Island Alternate Assessment. The Rhode Island Alternate Assessment is a yearlong assessment. In order to assess student learning over the same academic year as the NECAP, students are assessed using the alternate assessment in grades 2-8 and 10 in Reading and Mathematics and grades 4, 7, and 10 in writing.

Assessment data is reported to the public at the state and district level disaggregated by content area, assessment and population subgroup (African American, Asian, Hispanic, Native American, White, Male, Female, Students living in Poverty, English-language Learners, Students with Disabilities, and Migrant students). This data is reported through the state Information Works website and publication, and the NECAP reporting website. Assessment results are not reported for groups fewer than ten students. . Therefore aggregating those results assesses student learning over the same academic year for the purposes of AYP. Rhode Island allows for two types of exemptions from the State Assessment Program. One is a medical exemption granted by the state. The second is an English Language Learner (ELL) exemption in the content area of ELA only for student who have been in the United States for less than one year. The ELL exemption is in compliance with Federal Law.

During the 2007-2008 school year, twenty four of Rhode Island's 36 districts (67%) met the states AYP objectives for progress for disability subgroup exceeding its target of 65% of districts meeting AYP. Districts not making AYP received classifications according to the state accountability and classification process. These classifications require different levels of intervention depending on the number of years in which they have not met AYP requirements.

Rhode Island did not meet its target of 100% participation for children with IEPs on the state assessment although RI did demonstrate progress from the previous year. The participation rate was 97.5% in Reading and 97.6% in Mathematics. In analyzing Rhode Island's state assessment proficiency results, Rhode Island has met several of its targets. In Mathematics, Rhode Island met or exceeded **two of seven** of its grade specific targets for proficiency rate. In Reading, Rhode Island met or exceeded its targets for the proficiency rate for grades **three, six, and seven**. Progress or slippage in proficiency rates may be attributed to a variety of factors including teacher professional development in differentiated

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instruction and instruction for students eligible for the RIAA, better alignment of instruction with state standards, high school reform efforts, changes in curriculum, and inclusion.

2007 (2007-2008)	AYP		66%	Met target
	Participation		100%	Did not meet target
	Proficiency			
		Mathematics		Reading
	Grade 3	32% proficient or above	Met target	35% proficient or above Met target
	Grade 4	28% proficient or above	Did not meet target	29% proficient or above Did not meet target
	Grade 5	26% proficient or above	Met target	28% proficient or above Did not meet target
	Grade 6	19% proficient or above	Did not meet target	23% proficient or above Met target
	Grade 7	17% proficient or above	Did not meet target	22% proficient or above Met target
	Grade 8	18% proficient or above	Did not meet target	25% proficient or above Did not meet target
	Grade 11	16% proficient or above	Did not meet target	24% proficient or above Did not meet target

Revisions, with Justification, to Proposed Targets /Improvement Activities/Timelines/Resources for FFY2008

The measurable and rigorous targets for grade 11 were revised due to changes in our assessment system. The data used to set targets was based on our New Standards Reference Exam. In 2007, NECAP began being administered to the 11th grade. The proposed targets have been revised to include new proficiency targets for grades 11 using the 2007 NECAP data as our baseline.

Proficiency Targets Grade 11		
	Mathematics	Reading
2008 (2008-2009)	5 % proficient or above	16% proficient or above
2009 (2009-2010)	6 % proficient or above	17% proficient or above
2010 (2010-2011)	7 % proficient or above	18% proficient or above

Improvement Activity	Timelines	Resources
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<p><u>State Assessment Program:</u> NECAP will be administered grades 3-8 and 11 during the 2008-2009 academic year.</p> <p>Rhode Island will continue to implement Rhode Island Alternate Assessment including grades 2-8 and 10. The new Rhode Island alternate assessment system (RIAA) is based on Alternate Assessment Grade Span Expectations (AAGSE) that are derived and expanded from the NECAP Grade Level Expectations (GLE). RIAA training for teachers will continue to have a focus on improving instruction for students who are eligible for the RIAA.</p>	Academic year 2008-2009	RI Department of Education, Office for Diverse Learners and Office of Assessment and Accountability personnel
<p>Rhode Island's Collaborative System of Focused Monitoring: School Support System (SSS) incorporates a variety of instruments and procedures that are utilized to ensure compliance with state and federal laws and regulations. The SSS visits will continue to examine LEAs' state assessment records for participation rates and student performance; work with LEAs to analyze problematic areas and their contributing factors; and revise policies, procedures and practices to ensure access to the general curriculum, full participation in and high performance of students with disabilities on state assessment.</p>	Ongoing to the year 2011	<p>RI Department of Education, Office of Special Populations personnel</p> <p>RI Technical Assistance Project personnel</p> <p>RI Department of Education, Office of Assessment and Accountability personnel</p>
<p>Our professional development programs continue to provide opportunities for general and special educators to increase their capacity to provide differentiation of instruction and other support for diverse learning needs, social-emotional supports, access to the general curriculum, etc.</p>	Ongoing through 2008-2009 academic year	RI Department of Education Office for Diverse Learners personnel
<p><u>Promoting Service in the Least Restrictive Environment for Students with Disabilities that Significantly Affect Functioning:</u></p> <p>We continue to support professional development and demonstration classrooms to promote the education of students with autism and other low-incidence disabilities in the appropriate least restrictive environment, including general education settings as much as possible. We partner with our University Center on Disabilities (The Sherlock Center) on efforts to promote inclusive provision of services for all students, including those with developmental and other significant disabilities.</p>	Ongoing through 2008-2009 academic year	<p>RI Department of Education Office for Diverse Learners personnel</p> <p>University Center on Disabilities (The Sherlock Center)</p>
<p><u>High School Reform:</u> Access to all the standards in the general curriculum is required as a part of the RI Proficiency Based Graduation Requirements (PBGR).</p>	Ongoing, full implementation will take effect in 2008	RI Department of Education, Office of Middle and High School Reform personnel

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		RI Department of Education Office for Diverse Learners personnel
<u>Mathematics Summits:</u> The purpose of the mathematics summits is to provide districts with the knowledge and tools to align their district curriculum with the state standards and to improve mathematics instruction.	2008-2009 academic year	The Charles A. Dana Center RI Department of Education, Office for Assessment Accountability and Instruction.